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ABSTRACT

The manual was designed to serve as a reference guide for in-service training of teachers, counselors, administrators, and other personnel who are involved in planning and implementing special vocational education programs for disadvantaged or handicapped students. It is part of a complete teacher training program to be used with supplementary instructional materials and filmstrips. There is a need for in-service training since teaching is not a static profession. In planning a workshop, it is necessary to determine its goals, state its objectives in clearly defined terms, obtain agreement from the participants on the objectives, contact workshop participants to gather personal data, and selected the learning activities. Planners should also select and develop workshop materials, organize the staff, check facilities, and make all necessary arrangements for smooth functioning. Planning may be shared with the instructional staff to benefit from different points of view. A variety of activities (films, "hands-on" laboratories, etc.) will maintain a high level of interest. Participants should be welcomed in some way upon their arrival and provisions made for introducing members of the workshop to each other. A printed program is essential for announcing groupings and optional activities. Evaluation should take place during and after the workshop. (AG)

ED 086815

The AMIDS IN-SERVICE TEACHER TRAINING

workshop

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for Vocational Educators of Disadvantaged and Handicapped Students

HOW TO PLAN-CONDUCT-EVALUATE

CE 000 845

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FOREWORD

This manual is designed to serve as a useful reference guide for in-service training of teachers, counselors, administrators and other personnel who are involved in planning and implementing special vocational education programs or services for students with special needs. The manual is an outgrowth of the National Curriculum Development Project for Vocational Educators of Disadvantaged or Handicapped Students, a project that was conducted pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare.

This project was sponsored by the Bureau of Adult, Vocational and Technical Education, initiated and funded by the Division of Vocational and Technical Education, and was developed and implemented by the Division of Manpower Development and Training through its national network of Area Manpower Institutes for the Development of Staff (AMIDS).

More than 1200 vocational educators participated in a series of five-day workshops conducted by the AMIDS staff. These workshops were held in various sites throughout the United States and this manual is based on the lessons learned in planning, conducting and evaluating these workshops.

The manual is not intended to present a "one and only way" to achieve successful and effective In-Service Teacher Training. It certainly cannot replace local initiative, creativity, and "know-how."

However, it is felt that the national workshops did focus on a central and crucial instructional challenge: how to better serve the student with special needs through improved vocational education programs and services. It is sincerely hoped that the ideas presented here will aid State and local school officials to meet this challenge.

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This manual is one part of a complete teacher-training package. It will be most useful if used with the filmstrips and supplementary instructional materials that are also a part of this package.

The contents of this teacher-training package were designed by Betty and Marsh Dean, members of the Southeast AMIDS staff, based on their experiences and those of other staff members of the AMIDS national network who conducted the area workshops which were part of the National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students. Illustrations are by Marsh Dean and Jim Botts, also a member of the Southeast AMIDS staff.

The manual was published by Link Enterprises, Inc., under contract with the U. S. Office of Education.

CHAPTER I

The Need for In-Service Training

WHY DO WE HAVE IN-SERVICE TRAINING?

DOES IT ALWAYS HAVE TO BE SO DULL?

Teaching is a demanding profession, as every teacher will agree. It demands daily dedication and effort. It also demands a planned, systematic program of personal growth and development for every teacher who must strive to keep current with a rapidly-changing society. Teaching is not a profession in which one can reach a certain level of competency which will serve as a constant, never-changing foundation of success. Teaching is a profession that requires effective In-Service Training to sharpen old skills and provide opportunities to gain new ones.

For the vocational educator who is involved in implementing programs and services for the student with special needs - the disadvantaged or the handicapped student - In-Service Training can fill a crucial need. This need is for new teaching methods and materials that will help the Special Needs student to succeed in overcoming learning limitations. Even more critical, the teacher of Special Needs students needs new insights and increased sensitivity to the deep, inner feelings and attitudes of the disadvantaged or handicapped person.

If you are the person who is wholly or partially responsible for meeting this need for effective In-Service Teacher Training at a State or local level, you bear a tremendous responsibility. You also face a challenge: how to make this training meet the needs of your teachers, counselors, and administrators and at the same time be an interesting, enjoyable learning experience. As you know, not all In-Service Teacher Training programs have always met this challenge. (Not all have been a treat as well as a treatment.)

This manual has been based upon two basic premises:

ONE - A need for effective In-Service Teacher Training exisits for all members of the instructional staff involved in vocational education programs or services for disadvantaged or handicapped students.

TWO - Learning can be fun! Even In-Service Teacher Training can be enjoyable as well as useful.

The suggestions in this manual must be combined with liberal quantities of your own imagination, creativity, sensitivity, and sense of humor. The right combination can produce unique and satisfying results.

You may even hear your teachers remark, "You know, I got a lot out of this In-Service Training. And, believe it or not, I even enjoyed it!"

And that will certainly be the day, will it not?

The WORK-SHOP *approach to In-Service Training*

The term "workshop" has been chosen because it accurately describes the kind of In-Service Training that can be both profitable and enjoyable to the participants. "Work" is the keyword. Work means activity with a purpose. Work also means that the end result is a useful product. Work is a familiar word to vocational educators. It is a word they feel comfortable with because it implies a combination of "know-how" and "do-it-yourself." Both elements play an important part in the workshop approach to In-Service Training.

Terms like "seminar," or "conference," or "teachers' meeting" have been avoided in this manual because they have acquired a certain connotation. These terms imply that most of the time is devoted to talk. Moreover, most of the talk is concerned with theory with little or no attention paid to practical application of theory. Teachers have endured too many such sessions where they were talked or read to by so-called "experts" who packed their theories away in their brief cases and vanished as soon as the session was over.

This manual is dedicated to stamping out the kind of In-Service Training described above and replacing it with workshops. These workshops have four vital characteristics:

1. Teachers who participate in the workshop also help in planning it and conducting it.
2. Theoretical concepts are presented only where essential and are made meaningful by immediate application whenever possible.
3. Participants are provided with options; they can choose activities according to their own interests and needs.
4. Each participant creates something that will improve the instruction in his or her classroom, laboratory, or shop.

A successful workshop doesn't just happen. Someone, or some ones, make it happen. It takes hard work - and lots of it - to make a workshop work. Much of this work occurs long before the workshop begins, in the planning stage. And that is the focus of the next chapter.

CHAPTER II

PLANNING the workshop

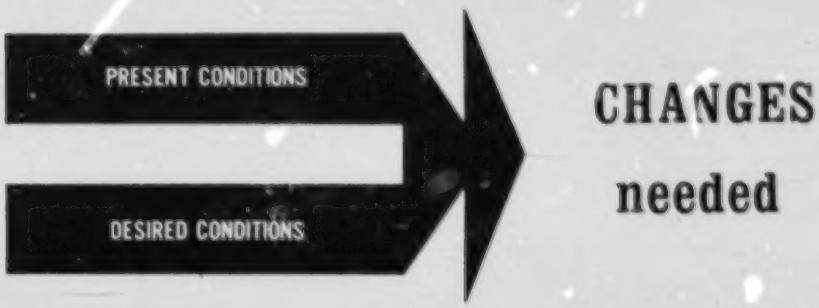
Determine the GOALS *of the* WORKSHOP

Although it may seem too obvious to warrant mentioning, the first step in planning an In-Service Training Workshop is to fix clearly in mind exactly what is to be achieved. The desired outcomes - or objectives - must be determined in order to get the entire planning process off on the right foot. Here is where many In-Service Training efforts fail. Objectives are sometimes determined by school officials or administrators who give only superficial consideration to the real needs of the instructional staff. In other cases, objectives are based on hasty, inadequate surveys of teacher interests which are interpreted to be a reflection of real needs.

How can the administrator or supervisor who is responsible for In-Service Training avoid these pitfalls? One excellent way is to share the planning task with the instructional staff. A planning group may be formed, preferably on a volunteer basis. This group should be composed of representatives of all areas of instruction, including guidance and counseling. This group should clearly understand that their first job is to determine the real needs for In-Service Training and then set the objectives for the workshop.

How can the planning group perform this task? They need to look at "what is now" and compare this with "what should be." Or, in other words, the comparison of present conditions with desired conditions will indicate where changes are needed. The group should look not only through their own eyes, however. Other members of the staff should be consulted. The school's advisory committee should submit suggestions along with other input from parents, employers, and other segments of the community who are concerned with the school and with these particular students.

Lastly, and most importantly, students should be asked to tell the committee how they feel the present school conditions could be improved. This may be the most valuable and realistic appraisal of all!



The conditions desired, when agreed upon by the planning committee, become the broad, general goals of the workshop. They may be stated as "To offer more occupational choices to disadvantaged students," or "To implement a work-study program for physically handicapped students." Such goals point the planning committee in the right direction. They lead to the next step of the planning process: the selection of more specific objectives for planned activities.

There are several sound reasons for this step in the planning process. Goals are broad, general outcomes. They must be narrowed and made more specific in order to plan and conduct activities that will lead to their accomplishment. This is the reason for stating specifically what participants will be able to do as result of the In-Service Training. These specific statements of participant performance are the workshop objectives. If the objectives are attained, the goals will be reached.

The same principles that govern the statement of instructional objectives for students apply to the statement of the workshop objectives. Vague terms such as, "To understand," or "To know," or "To appreciate," do not clearly define what the workshop participant will be able to do as a result of the workshop experience. Performance which can be seen and measured can be better stated in action terms such as "demonstrate," or "identify," or "construct."

Some objectives will be easier to state than others. For example, if one of the objectives is for participants to be able to operate various kinds of audiovisual equipment, this can be easily stated in clear-cut, performance terms. However, if one of the objectives is for "each participant to be able to identify the basic causes of lack of motivation frequently displayed by the Special Needs student," it will be more difficult. Further clarification will be required to specify exactly how this increased sensitivity to student attitudes can be manifested by the participant in the workshop.

Stating the workshop objectives in performance terms helps the planning committee to select the learning activities that will enable participants to reach the objectives. It also helps in evaluating whether or not the objective has been reached - a subject that will be examined in more detail in Chapter IV of this manual.

Probably the most important reason for spending the time and effort necessary to pinpoint the objectives of the workshop in clearly-defined terms is that it facilitates clear-thinking on the part of the planners. It introduces the ingredient known popularly to the younger set as "nitty-gritty." It forces the planners to deal with reality in terms of exactly what is to be accomplished during the In-Service Training Workshop.

State the objectives in clearly-defined terms

STEP 3

Obtain an agreement on the objectives

This manual, admittedly, attempts to describe the ideal circumstances for planning, evaluating, and conducting an In-Service Training Workshop for Vocational Educators of Disadvantaged or Handicapped Students. An essential part of these ideal circumstances is adequate time for the planners to plan. Planning does take time, particularly when the planning involves coordination.

Step 3 requires coordination. Obtaining agreement on the selected objectives means that the planning committee must coordinate with two groups.

The first group consists of the people who will actually be participating in the workshop. Participants should be given an opportunity to review the objectives that the planning committee has tentatively selected. They should also have a chance to comment on the selection and to suggest additions, deletions, or modifications. The planning committee then considers this input and makes their final selection of objectives.

However, to avoid confusion and frustration later, the planning committee needs to coordinate this final selection with another group. Concurrence from the school administrators who appointed the committee is more than just an administrative detail. It is mandatory if the program is to receive the full support it must have to succeed.

So, after the objectives have been agreed upon by the participants and have received an official stamp of approval, the stage is set for the next planning step.

STEP 4

Contact the WORKSHOP PARTICIPANTS

The circumstances under which the In-Service Training Workshop is held will vary, of course. In some cases, the workshop may be held in a local school and entail periodic meetings of the instructional staff throughout the school years. In other cases, the workshop may be held where vocational educators from an entire school system, district, or state come together for the training, either during the normal school year or during the summer.

In all cases, the participants should be notified about the objectives of the workshop as far in advance as possible. They will also need and want to know when and where the workshop will be held in order to make their plans.

This original contact should be from the person or agency that is responsible for setting up and conducting the training. If there are several administrative echelons involved, the letter should, of course, be directed through the proper channels.

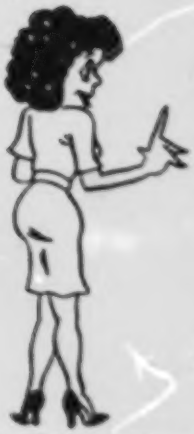
When time permits, each participant should be asked to fill out a personal survey form and return it to the workshop planning committee. This survey form should include such matters as instructional areas, length of experience, educational background, and personal interests or needs. Suggestions for activities to be included in the workshop can be obtained through this survey. This information will be most valuable, when compiled and analyzed, in selecting activities and preparing materials for the workshop.

Those participants who indicate that they have had extensive experience in vocational education programs or services for disadvantaged or handicapped students can become valuable assets to the workshop. They can serve as resource persons and share the benefits of their experience with other participants who are inexperienced in working with Special Needs students.

Where participants will be traveling to the workshop and will stay overnight, a list of possible accommodations and rates should be sent. If the person responsible for the workshop will be making reservations for participants, a reservation card should be sent with this first mailing.

It is also a good idea, at this time, to establish a file on each participant selected to attend the workshop. This file will be useful in conducting and evaluating the workshop later.

STEP 5



Select

LEARNING ACTIVITIES

Just as the workshop objectives should exemplify the way instructional objectives should be clearly stated in performance terms, the workshop activities should be selected with the same care that learning experiences are chosen for Special Needs students. That is, activities selected should be those which have the highest probability of success. In making this selection, three factors that determine probable success in learning should be kept in mind. These factors apply to vocational educators participating in a workshop as well as Special Needs students learning in a vocational classroom, shop, or laboratory.

ONE: the extent to which the participant, or the learner, can control the content of the learning experience. By giving workshop participants a chance to suggest workshop objectives, this factor was incorporated to some degree. However, the real payoff is during the workshop. If the participant has some influence on what is being presented, the chances are improved that it will be relevant to his or her past experience and will have greater impact upon future performance. The same thing applies to the selection of learning experiences for the Special Needs student: when the student has some control over what will be learned, the probability that learning will take place is greatly enhanced.

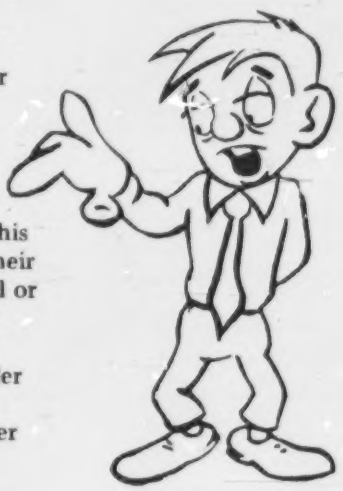
TWO: whether or not the learning experience is multi-sensory. In any learning setting, the use of multi-sensory stimuli increases the probability that the learner will become more actively involved, mentally and physically, in the learning process.

THREE: whether the communications involved in the learning activity is one-way or two-way. If the learner is an active part of the communications process, he or she will participate with greater perception and interest. This factor is important to the successful exchange of ideas in the workshop; it is also crucial to any effective relationship between the teacher and the Special Needs student.

In summary, workshop activities should be based upon methods and materials that incorporate control of content, multi-sensory learning, and two-way communications. These factors do not guarantee that learning will take place. They do increase the probability of learning and that is why they are equally significant in the selection of learning activities for In-Service Teacher Training and for vocational education programs for the Special Needs student.

ACTIVITIES	CONTROL OF CONTENT	MULTI-SENSORY	TWO-WAY COMMUNICATION
Formal Lecture	Little	No	No
Informal Lecture	Some	No	Yes
Informal, Illustrated Lecture	Some	Yes	Yes
Demonstration (Live)	Some	Yes	Yes
Demonstration (Film or Videotape)	None	Yes	No
Large Group Discussion	Some	No	Yes
Small Group Discussion	Much	No	Yes
"Brainstorming"	Much	No	Yes
Role-playing or Sociodrama	Much	Yes	Yes
"Hands-On" Laboratory	Much	Yes	Yes

As you can see from the chart above, some methods do not incorporate control of content, multi-sensory learning, and two-way communications. The formal lecture is one of these methods and for this reason it has a low probability of learning success.



This should be kept in mind in planning workshop activities. For example, you may decide to invite a resource person in the field of human relationships. Such a person could help participants to gain deeper insights to the inner feelings of the Special Needs Student. This experience can help the participants to develop a truer insight into their own feelings and reactions concerning the student whose background or physical or mental condition may vary significantly from those with which most teachers are familiar. This increased understanding can motivate teachers to change or modify their teaching methods in order to reach the Special Needs Student. The resource person could be a member of a university faculty, a psychologist, or a respected member of the community who has overcome socioeconomic or physical handicaps in his or her own lifetime.

It would probably be a mistake to invite this person "to talk to the group" or to come as an "after-dinner speaker". It would be much better to ask the resource person to talk with participants, to present ideas and then engage in dialogue and answer questions. This could be during the daytime schedule or at an informal, meal-time session.

A variety of learning activities adds spice to your workshop!

An excellent way to overcome some of the disadvantages of certain methods is to combine them with other activities. For example, demonstration of a certain technique, such as using a camera to prepare instructional materials, might be pre-recorded on film or videotape. This way, the demonstration will be accurate and closeup photography will enable the learner to see each step in greater detail and increased clarity. In addition, pre-recording is a convenient way to plan learning activities. However, with the filmed or videotaped demonstration, the learner has little control of content and no means of communicating his reactions. To overcome these shortcomings, it might be planned to follow the demonstration with a discussion period to clarify any points needed and to then have a "Hands-On" Laboratory period in which participants could actually apply what they have learned from the demonstration.

Other effective combinations of activities are possible. For instance, a problem may be presented to a large group. In the large group presentation, the problem could be identified and all the factors bearing on the problem would be reviewed. Then, the next activity could be forming small problem-solving groups to discuss the problem, identify probable causes, suggest possible solutions, and make decisions and recommendations. The final activity in this sequence could be each group reporting back on their findings. (In the Supplementary Materials booklet that is part of this In-Service Teacher Training Workshop Package, you will find a diagram of the problem-solving and decision-making cycle. This diagram is most helpful in structuring small group activities like those described above.)

Optional activities can also be used to provide participants with control of content. In any group of vocational educators, you will find a wide range of experience, knowledge, and interest. In planning the workshop, therefore, it is wise to try to make the workshop as "open-ended" as possible. This means that participants will have periods of time where they can elect the learning activity that best fits their needs and interests. These activities could be small group sessions where participants share a mutual need or interest. Other options may include individualized learning activity which could consist of articles to read, recordings to listen to, or films, filmstrips, or videotapes to view.

(The eight filmstrips that are part of this In-Service Teacher Training Workshop Package can be used in several different kinds of learning activities. They can be used to present concepts to a large group, as a stimulus to large or small group discussion, as a basis for "Hands-On" Laboratory experiences, or as a means for individualized learning.)

SELECT *and* DEVELOP *materials*

This step is also based on the basic premise that planners of In-Service Teacher Training Programs will have the time and resources available to them that they need to do a thorough job of preparation. This is a utopian dream, perhaps, because it is always difficult to release members of the instructional staff from their busy schedules. However, the indisputable fact remains that the key to a successful In-Service Training Workshop is thorough and detailed preparation.

This certainly applies to the selection and the development of the materials that will be used in the workshop. If one of the objectives, or sub-objectives, of the workshop is to induce teachers to be more creative and imaginative in the learning materials they select and use in teaching, then it seems self-evident that the materials employed in the workshop must also be creative and imaginative. All of us learn best by example, and this includes teachers who will participate in the workshop.

Here are just a few suggestions to consider in the selection or local production of workshop materials.

1. Make them eye-appealing. Make the slides, transparencies, printed handouts, programs, etc., as interesting as possible. Use color generously. Try a few simple cartoons - they are guaranteed to grab the eye. Keep them simple; don't try to cram everything you want to say into one page or one transparency.
2. Make them unique. If the materials are different or arouse curiosity, the participant will look, keep, and use - instead of glancing, discarding, and forgetting.
3. Make them relevant. Be sure the materials fit your local situation, your workshop objectives, and the participants. If necessary, modify materials to tailor them to fit your requirements.
4. Build in action. Avoid passive learning by providing opportunity for participants to become actively involved. For example, if you select a film or filmstrip to show, prepare a few thought-provoking questions that can be used for discussion after the showing. You could also make a series of slides showing local application of the concepts portrayed in the film or filmstrip. Use these slides to encourage participants to visualize how the concepts might be applied in their own instructional setting.

NOTE: The eight filmstrips which are a part of this In-Service Teacher Training Workshop Package, were designed to help you follow the above suggestions. They have both eye-appeal and uniqueness. The way you use them can make them relevant. They are designed to encourage active participation.

5. Be sure you have enough materials. If the workshop includes "Hands-On" Laboratory sessions devoted to the production of learning materials, be sure that you plan to have an adequate supply of materials. Remember, if participants develop individualized learning packages which use different media, they will need both equipment and materials. Making slides, for instance, means a camera and film and flash bulbs AND processing facilities.

ORGANIZE *the* WORKSHOP *staff*

A crucial planning decision concerns "who will do what when and where" during the actual workshop. Hopefully, the members of the planning committee will take an active part in conducting the workshop. This will enable them to carry out their own plans.

Everyone needs - and wants - a clear picture of exactly what their duties and responsibilities will be. There are no hard and fast rules covering workshop staff composition and organization. This will depend, to a large extent, upon local circumstances.

One of the first questions to be settled is, "How large should the staff be?" The answer is, "Large enough - but not too large." Basically, the size of the workshop staff depends upon how many participants are anticipated. If the group will be small, 25 or less, a staff of three or four is sufficient. For every 10 participants more than 25, an additional staff member will probably be needed to insure that each participant receives personal attention.

The staff can be too large, however. This happens if each staff member does not have a significant contribution to make or if the staff is so large that staff members begin to get in each other's way and on each other's nerves.

If a large number of participants are expected - over 75, for instance - it may be necessary to recruit or select team leaders from the participants. If this is part of the plan, a short pre-workshop training session of one or two days will be helpful. In this session, the team leaders learn how the workshop will be conducted and what will be expected of them.

In some cases, the staff will need outside help in certain areas where a special expertise is needed. When this situation exists, there should be two-way communication between the planning committee and the resource person. The resource person needs to know exactly what is expected and the committee should know what they can expect. Here again, the schedule can be over-loaded with outside experts and this should be avoided. Consultants can make a valuable contribution - but they should be used only when they meet an identified need and do it in an interesting, professional manner.

It may be helpful in organizing the staff to choose one member of the staff to be the "workshop leader" with overall responsibility and decision-making authority. This will prevent awkward situations where a decision is needed but no one is in a position to make one. The workshop leader can then delegate specific areas of responsibility of other staff members. One job that should be delegated, either for the entire workshop or for one day at a time on a rotating basis, is that of "workshop coordinator." The coordinator is responsible for all the details of the workshop. These details may include handling the audio-visual equipment, arranging for coffee at break time, handling the necessary "paperwork" etc. These items may seem trivial - but they can affect the entire success, or failure, of the workshop.

Each member of the workshop staff should have responsibility for at least one instructional area during the workshop. This makes the staff into a "teaching team" and motivates each member to maintain the quality of the instruction. The area should be one the staff member prefers and one in which he or she has background and knowledge. If the area inter-relates with others, the instructors should coordinate to insure cohesiveness and to avoid redundancy.

The final meeting of the planning committee should concentrate on two things: One, making sure that each staff member clearly understands what will be expected of him or her during the workshop. Two, checking and making all the final arrangements for the workshop. The next few pages will assist you in checking and making workshop arrangements.

HAPPINESS is.....

knowing that all your workshop planning is completed!

STEP 8

CHECK *and* MAKE *all necessary arrangements*

During this final step in the planning phase, a number of details must be arranged. Some are small and others are more complex. Each detail is important, however, to the ultimate success of the workshop. The checklist below will help the planners make sure that they have taken care of all these vital details.

FACILITIES

- ☐ Are the facilities large enough for the entire group?
- ☐ Can space be easily arranged for small group activities?
- ☐ Is there space to set up equipment and materials for a "Hands-On" Learning Materials Preparation Laboratory?
- ☐ Are the facilities suitable for audiovisual presentations?
- ☐ Is the lighting, heating, and air-conditioning adequate?
- ☐ Can the facilities be used for evening sessions?
- ☐ Will the facilities be locked after the regular work day?
- ☐ Is there a convenient place for participants to register?
- ☐ Are refreshments available during the breaks?
- ☐ Are the rest rooms adequate?
- ☐ Do the participants know how to find the facilities?
- ☐ Will convenient parking space for participants be available?
- ☐ Are the facilities reasonably convenient to housing and eating accommodations?

EQUIPMENT CHECKLIST

TYPE OF EQUIPMENT	NEEDED	ORDERED	ON HAND
Overhead Projector			
Filmstrip Projector			
Slide Projector			
Synchronizer			
16mm Movie Projector			
8mm Movie Projector			
Cassette Tape Recorder			
Reel-To-Reel Tape Recorder			
Record Player			
Public Address System			
Microphone			
Television Camera			
Television Monitor			
Videotape Recorder			
Movie Camera			
35mm Camera			
Screen			
Typewriter			
Mimeograph			
Office Copier			
Heavy Duty Extension Cords			
Replacement Projection Bulbs			
Maintenance And Repair Kit			
Other			

MATERIALS CHECKLIST

MATERIALS	NEEDED	ON HAND	ORDERED
Note Paper			
Pencils			
Typing Paper			
Carbon Paper			
Tracing Paper			
Construction Paper			
Poster Board			
Rubber Cement			
Glue			
Transparent Tape			
Masking Tape			
Double Back Tape			
Scissors			
Rulers			
Infrared Transparency Film			
"Write On" Clear Acetate			
Self-Sealing Acetate			
Chalk			
Crayons			
Marking Pens (Permanent)			
Paper Towels			
Magazines			
Reference Books			

MATERIALS	NEEDED	ON HAND	ORDERED
Audio Tapes			
Cassette Tapes			
Videotapes			
Lettering Stencils			
Plastic Letters			
Cardboard Letters			
Press-On Letters			
Film (Proper Size for Camera)			
Flashbulbs			
Flip Charts			
Printed Handouts			
Name Tags			
Paper Clips			
Drawing Ink			
Erasers			
Compass			
Drawing Board			
T-Square			
Drawing Pens			
Other			

When the workshop is planned to last more than one day, the following items should be considered:

ACCOMODATIONS CHECKLIST

LODGING

- ☐ Is there a hotel or motel located conveniently to the facilities where the workshop will take place?
- ☐ Are special rates for participants possible?
- ☐ Are the hotel or motel facilities clean, comfortable, and attractive?
- ☐ Will conference rooms in the hotel or motel be available at reduced or no cost?
- ☐ Will transportation be provided to and from the airport, bus terminal, or railroad station?
- ☐ Will convenient parking space be available?
- ☐ Will transportation in the local area be provided by the hotel or motel?
- ☐ Will reservations be held for late arrivals?
- ☐ Can arrangements be made for late checkouts on the last day of the workshop?
- ☐ Are the hotel or motel facilities suitable for workshop participants who are physically handicapped?
- ☐ Are entertainment or recreation facilities within easy access?

FOOD

- ☐ Is there a restaurant in or close to the hotel or motel?
- ☐ What is the quality of the food?
- ☐ Is the cost of the food reasonable?
- ☐ Can special rates be arranged?
- ☐ Is the service courteous and prompt?
- ☐ Will special dining rooms for luncheon or dinner meetings be available?

ADMINISTRIVIA CHECKLIST

- ☐ Have all participants been notified of the workshop plans?
- ☐ Have all participants acknowledged receipt of this notification?
- ☐ Do you know exactly who will be participating?
- ☐ Have hotel or motel reservations been made according to the wishes of each participant?
- ☐ Have all participants received the appropriate clearance and authorization to attend the workshop?
- ☐ If transportation in the local area will be required, has this been arranged?
- ☐ Do you have access to any keys to buildings, rooms, or supply cabinets that will be needed?
- ☐ Do you know what to do in case of unforseen accidents or emergencies during the workshop?
- ☐ Have you set up a greeting committee or "hospitality hour" for arriving participants?
- ☐ Do you have all the necessary forms to be filled out for travel and per diem?
- ☐ Are you certain how these forms are to be filled out and processed?
- ☐ Do you have name tags made up for participants?

SUCCESSFUL workshops don't just happen . . . they are PLANNED that way!

CHAPTER III

CONDUCTING the workshop

Local plans for the workshop, based on local needs and local planning factors, will dictate exactly how the workshop will be conducted. Therefore, this chapter of this manual will not attempt to tell exactly how the workshop should be conducted from hour to hour or day to day. Instead, the suggestions that follow are general guidelines that have proven useful in conducting successful In-Service Training Workshops for Vocational Educators of Disadvantaged and Handicapped Students in all sections of the country.

PRE-WORKSHOP ACTIVITIES

First impressions are important!

Even before the workshop begins, participants begin to evaluate it. This is why it is important that the workshop staff determines that all is in readiness before the participants arrive. A good way to do this is to go back over the arrangements and give everything a final check. In other words, the checklists provided in the last chapter are most useful in advance planning for the workshop. They also serve as a final reminder. A word of advice at this point: don't panic! If you discover some loose ends still dangling, now is the time to tie them up. For example, if in checking the equipment list, you discover that something was ordered but has not arrived yet, you are not faced with disaster. You simply need to take some kind of action to correct the situation. You may have to beg, or borrow, or rent the equipment. Or to use a good GI term, you may need to do some last-minute "scrounging." It is much better to discover these mistakes or omissions before the workshop than during the workshop when it is too late to do anything about it.

Make the participants feel that they are expected and welcome!

There is nothing quite so disconcerting as to arrive at a designated time and place to attend a meeting and feel that perhaps you are in the wrong place or at the wrong time. You can get the workshop off on the right foot by making sure that this does not happen to your participants. If possible, someone from the workshop staff should be on hand to greet each participant personally. If this is not possible, there are other ways to assure the arriving person that he or she is in the right place at the right time.

If your participants will be checking in to a hotel or motel, you may arrange to have the hotel or motel put up an outdoor sign that says "Welcome To Voc Ed Workshop" or something of this nature. Most hotels and motels also have a place in the lobby where a poster can be prominently displayed with the same message.

Then, when the participant signs in at the registration desk, the clerk on duty should be alerted and briefed to welcome the guest to the workshop. If participants are arriving the day before the workshop is to begin, there are two things that can be done to make them feel welcome. First, you should have a packet of information ready for them to pick up when they sign in. This packet should contain a letter or note of welcome. It should also contain the workshop schedule of activities and other information of interest such as maps of the city, Chamber of Commerce literature, etc. Be sure the participant gets the word on where and when the first session will be held and, if necessary, any special transportation arrangements that have been made.

Another way to greet arriving participants is to have a "hospitality room" set up where participants can drop in, meet members of the workshop staff and other participants, and perhaps enjoy light refreshments. You can also have arriving participants sign in at the "hospitality room" so you will know who is in attendance. If participants will be arriving at varying times during the day, you may need to work out a plan for the workshop staff to be on hand at different periods. Nothing makes a participant feel better than someone reaching out to greet him and saying, "We're sure glad you are here."

Another reason for having a member of the workshop staff available is to resolve any misunderstandings or conflicts that may arise as the workshop participants check in. A mixed-up reservation may be frustrating but it can usually be adjusted to everyone's satisfaction by a member of the staff.

OPENING ACTIVITIES

Right or wrong way to open?

There are no right ways or wrong ways to start a workshop. However, there are some ways that seem to work better than others. For example, in a workshop where participants spend the first hour wrestling with complicated travel or per diem forms, they may wish that they had stayed home. Or, in the workshop that is launched with a dry, long-winded lecture, some participants may not be around for lunch. Or when each participant is required to stand up and go through the ritual of reciting "who you are, what you do, and where you are from," no one really knows who the other participants are when the tedious recital is over.

This is not intended to imply that travel forms are not necessary. . . or that an interesting and informative lecture does not have its place . . . or that introductions are a boring waste of time. But there is a better time and place for form-filling and lecturing than during the opening activities. And there are more effective ways to get participants to begin to know each other as real persons.

How about introductions?

Introductions are a good way to begin if the workshop participants have not met before and if they do not know the workshop staff. The important thing is how the introductions are made. People begin to warm to other people when they learn something personal about them, some thought or feeling or common interest they share. The workshop leader can help people to personalize their introductions by asking them to share with the group more than just essential facts. The participants can be asked to tell what makes them unique, or what is the most exciting thing they have ever done, or what their favorite food, color, or hobby happens to be.

Another effective way to handle introductions is to have participants spend a brief time chatting and then introduce each other to the group. This works better as a mixer if each participant introduces some one they have just met, not a co-worker or colleague.

One very effective way of making participant introductions depends upon the workshop leader doing his homework before the workshop begins. If he has studied the personal survey forms each participant sent in, he can introduce each one with a brief, thumbnail sketch.

Staff introductions can also include some kind of personal insight or sidelight. Informality should mark the entire workshop and this is the place to set the stage. One very effective workshop leader always introduces his staff with humorous cartoons of each staff member.

One final word of caution about staff introductions: don't let them become a long, drawn-out recitation of professional credentials, honors, and awards. This, too, will make your participants wish they had never received your invitation to attend!

How about name tags?

Some participants are "turned-off" by name tags. They dislike being required to wear them. They are very useful, however, in getting people acquainted. So perhaps it is not a good idea to require the wearing, but to encourage the participants to wear them until they know everybody in the workshop.

The workshop staff can do two things to encourage the wearing of name tags. First, they can wear one themselves. Second, they can have attractive name tags made up in advance. The lettering should be large enough for a person to read easily from a comfortable distance and should be checked carefully to make sure that the name is spelled correctly. If these name tags are on display when the participants arrive, this will prove that their arrival was planned and anticipated.

Is a printed schedule absolutely necessary?

The answer to this question is an unqualified, "Yes!" It is entirely possible to plan a workshop in minute detail and not set the plan down in any kind of printed form. However, participants look upon a printed schedule as a security blanket. It reassures them that the staff has prepared an agenda of activities and that this agenda will serve as the framework for the workshop. The schedule gives them at least some inkling of what is going to happen to them.

A schedule should not just be handed out and never mentioned, however. The workshop staff should clarify, during the opening activities, what the objectives of the workshop are. Then, by referring to the schedule, they can briefly preview how they have planned to reach these objectives.

Participants should also be reassured about another aspect of the schedule. It is a planned agenda that will be adhered to unless some reason arises to change or modify it. However, the schedule is flexible, not rigid, and the workshop staff will adjust it whenever and wherever necessary.

WORKSHOP IN SESSION

How should participants be grouped?

Unless the total number of participants in the workshop is less than a dozen, there will be many activities in which you will want to divide the large group into small groups. The purpose of such small group activities could be for discussion, for problem-solving, or to complete specific tasks such as the design and production of curriculum materials. The way these small groups should be formed depends upon the nature of the activity.

For instance, if different points of view and varying backgrounds will be an asset to the group, then the group should be composed of participants who do not share the same viewpoints or do not have similar backgrounds of experience and training. For example, small groups might be formed to explore the topic of motivating the disadvantaged or handicapped student. This could very well be a heterogeneous group that would include occupational instructors, basic or related education instructors, counselors, and school administrators. All would have a slightly different insight to the problem and each could benefit from the exchange of ideas.

A similar kind of group can be effective in developing curriculum materials. For instance, if the objective is to develop materials that will help the student learn how to measure correctly, the work group could be composed of occupational instructors and instructors who teach computational skills. Working together as a teaching team to develop this material could be a most valuable workshop experience. The combined efforts could also result in more relevant learning materials for the student.

There will also probably be times during the workshop when work groups or discussion groups will be formed around a common interest. For example, a group of occupational instructors in the automotive field could profitably work together to develop materials to help the student learn a specific skill in motor tuneup or brake adjustment.

Both the heterogeneous and the homogeneous (the "all different" and the "all alike") groups provide beneficial workshop experiences. If possible, participants should have a chance to function as part of both kinds of groups during the workshop.

What is meant by "optional activities?"

On page four of the first chapter of this manual, it is stated that one of the vital characteristics of an effective workshop is that "participants are provided with options; they can choose activities according to their own interests and needs." The reason for this is that time is a very precious ingredient, too precious to spend listening to things you already know about or doing things you already know how to do. So workshop participants should be encouraged to "option out" of activities that they do not feel will be useful to them and "option in" to more productive experiences. This means that the workshop staff members will be very busy people and will, in reality, be conducting a multi-track program. While one member is making a presentation to most of the participants, another member may be leading a discussion with those participants who have decided to skip the large group presentation. Optional activities should be planned and purposeful, not just busy-work or time-fillers. Options should also include opportunities for participants to work individually or to seek personal assistance from the workshop staff. If a certain expertise is needed which is not available through staff resources, a consultant might be brought in to work with individuals or small groups. It is impossible to forecast all such eventualities, of course, but often the staff can arrange to have consultants or specialists available on an "as-needed basis."

Option A...Large group session...OPTION B...Small group session

OPTION C...Individual study...

??????????????????????????????????

How do participants select optional activities?

To enable participants to set their own personal objectives, and to select their own learning activities during the workshop, they must know what is planned for them. For instance, there are three filmstrips in this In-Service Teacher Training Package which explain the steps in planning a competency-based vocational curriculum. (Filmstrips 2, 3, and 4.) If you plan to use these filmstrips in your workshop, you can give participants a quick preview of the content of these filmstrips. You can do this by reproducing the diagram of the "Eight Step Process for Planning a Competency-Based Vocational Curriculum" which is on Page 14 of the booklet, "Supplementary Materials - Part A." The diagram can be printed or made into an overhead projection transparency. In either form, participants will be able to see what will be covered in the filmstrip presentations. They can then decide whether or not these large-group presentations will be profitable to them.

Teachers are like students, however, in many respects. Both quite frequently have an aversion to being tested. So perhaps a better, more pleasant way to determine the participant's level of learning is to provide what might be called a "self-analysis." One such "self-analysis" approach that proved highly satisfactory in the workshops that were part of the National Curriculum Development Project for Vocational Educators of Disadvantaged or Handicapped Students looked like this:

Participant Self-Evaluation

THE QUESTION -	YOUR RESPONSE - YES	NO	NOT SURE
1. Can you write a job description?			
2. Can you identify the major tasks involved in the job?			
3. Can you perform a detailed breakdown of each task?			
4. Can you write performance objectives based upon the skills mentioned above?			
5. Can you teach other instructors or staff members all of the skills mentioned above?			

This "self-analysis" was given to workshop participants by presenting each question in sequence with an overhead projector. Participants were not required to write their answers. They answered each question in their own minds and then made up their minds whether or not they needed to learn or review the skills mentioned. (The last question, incidentally, caused many to decide they needed a quick refresher course.)

What is a "Hands On" Laboratory and what is its purpose?

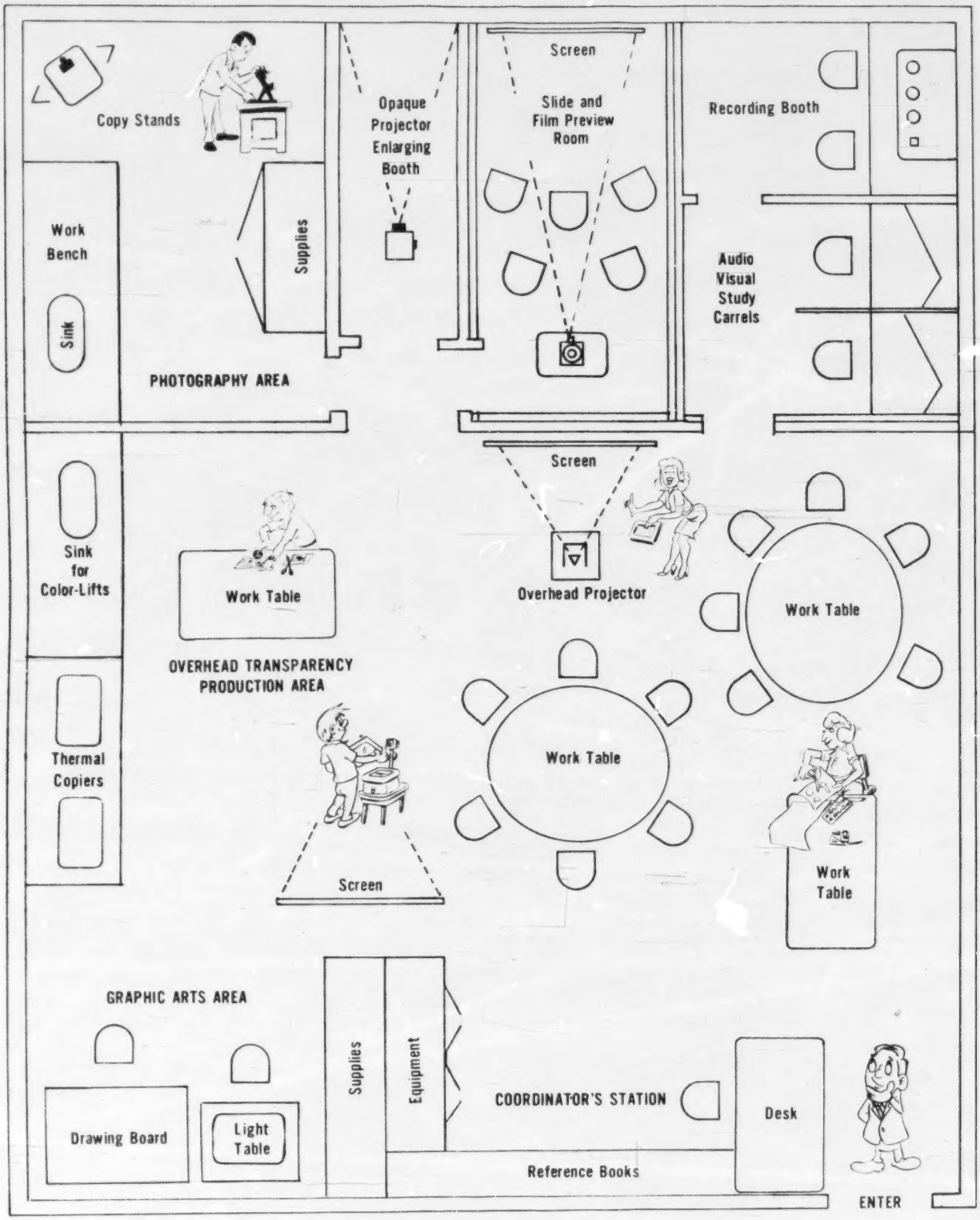
In the workshops upon which this manual is based, a large portion of the five-day schedule was devoted to showing participants how to plan and produce learning packages for disadvantaged or handicapped students. This also included demonstrations by the workshop staff of many different techniques of producing and using instructional media. These demonstrations were followed up by "learn-by-doing" sessions in the "Hands On" Learning Materials Preparation Laboratory. In this lab, participants were provided with two things: all the equipment and materials they needed to produce their own learning packages; all the help they needed from the workshop staff in learning how to actually use the equipment and put the learning packages together.

In these workshops, the staff usually had to improvise the arrangement of equipment, materials, and work areas in these labs because many of the workshops were held in motel or hotel conference rooms. Even in these circumstances, however, it was possible to set up a lab where participants gained valuable "know-how" based upon "hands on" learn-by-doing experiences. These labs were also available to participants who wished to continue working in the evenings on an optional basis.

Under more ideal circumstances - a workshop being conducted in an area vocational school, for example - the lab could be planned and set up in advance. This lab could be arranged like the diagram on the next page is planned for efficient, ideal working conditions.

For a suggested layout for a "Hands On" Lab, turn to the next page...

THE "HANDS ON" LEARNING MATERIALS PREPARATION LABORATORY



and in conclusion...

Workshop participants should not be treated like old soldiers. Don't let them just fade away . . . and don't let your last day activities dwindle off to nothingness. You don't need to make a "big thing" out of it - graduation speeches are not required - but the workshop should be brought to a definite conclusion. Closing activities might include a few brief words by some person with authority who recognizes and commends the hard work and creative results produced by the staff and the participants. A certificate of completion could be awarded at this time. (Everybody likes tangible proof of participation in In-Service Training.)

Then, before you say the final word, be sure you have all the required paperwork filled out completely and accurately. Also, it is a good time to explain what kind of followup activities are planned and how the participants will be involved.

REMEMBER...

...when the last workshop participant departs,

the workshop staff still has work to do....

SEE THE NEXT CHAPTER FOR CLARIFICATION!

CHAPTER IV

EVALUATING the workshop

Why is evaluation necessary?

There are several good reasons for taking the time and effort required to do a thorough and realistic evaluation of the workshop. One primary reason is embodied in the word, "accountability." As you know, this word recently has received increasing emphasis in every aspect of public education. Accountability means that when public funds are invested in any kind of educational endeavor, someone must be responsible for finding out and reporting to the public whether or not it was a good investment. Since the workshops described in this manual will involve school funds from one source or another, whoever is responsible for spending these funds should find out and report what happened.

There is another logical reason for evaluation. The In-Service Teacher Training described in this manual should not be a one-time-then-forgotten effort. In-Service Teacher Training should be a continuous effort to improve instruction and develop staff competence. The logic of evaluation, therefore, can be paraphrased as -

EVALUATE NOW - IMPROVE LATER !

A third reason for evaluation concerns the personal satisfaction and professional growth of the individuals who planned and conducted the workshop. Too often in the rush of completing the In-Service Training, too little recognition is given to the persons who made the training possible. The workshop staff who planned and conducted the workshop, and in the process spent many long, hard, worrisome hours trying to do the best job possible, are sometimes overlooked. Their contributions deserve recognition. If evaluation is a planned part of the program, the chances are at least increased that credit will be given where credit is due.

Recognition and appreciation growing out of evaluation are just part of the picture. The other part is the fact that evaluation gives the staff an honest appraisal of both the strengths and weaknesses of the program. Where there is a weakness, there is also an opportunity to improve. Staff members can gain very valuable insights to their own performance through evaluation. They can then take positive steps in the direction of personal growth and professional improvement.

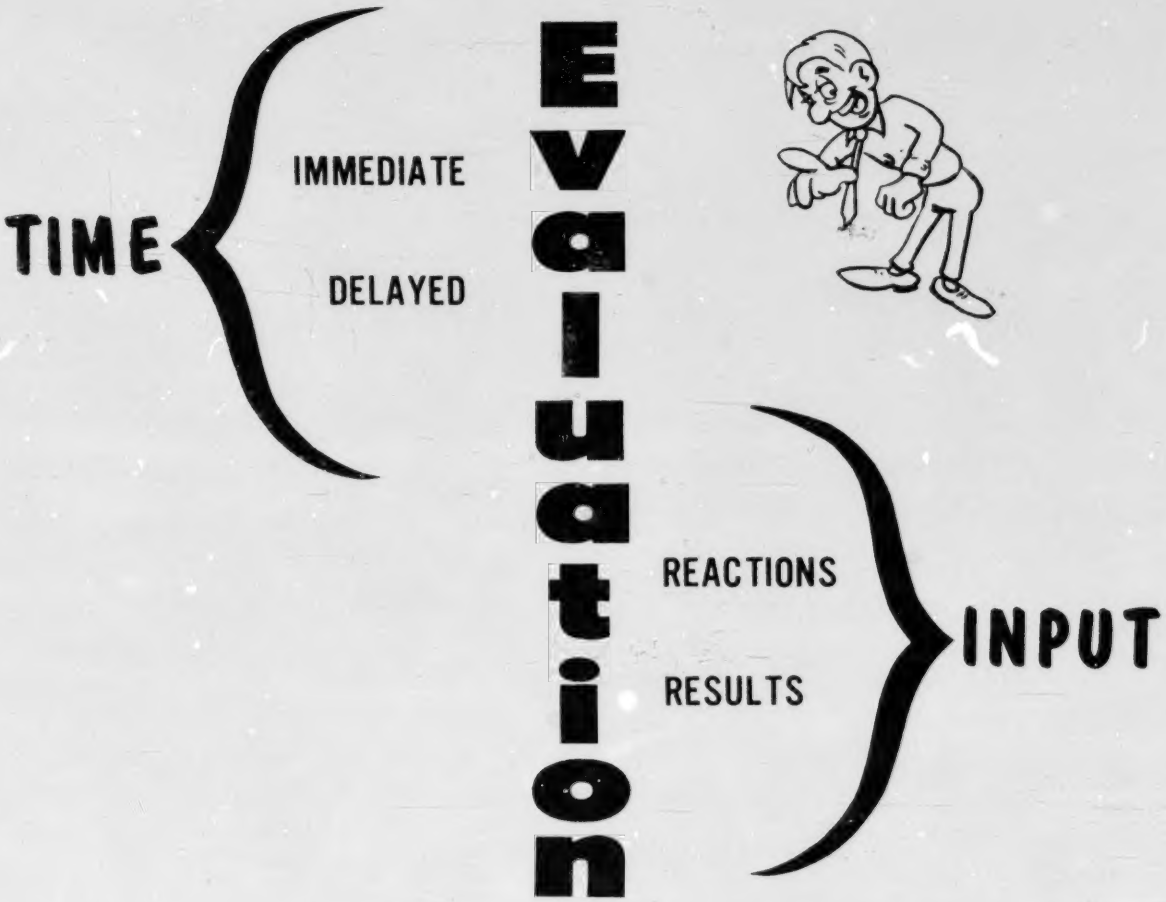
What should be the basis for evaluation?

Back in Chapter II of this manual it is written that, "Stating the workshop objectives in performance terms helps the planning committee to select the learning activities that will enable participants to reach the objectives. It also helps in evaluating whether or not the objective has been reached." Let's take a closer look at the relationship between the objectives of the workshop and the evaluation of the workshop.

Evaluation should be based upon the objectives. In other words, the objectives specify what the planners hoped and expected would happen. Evaluation, then, should be an effort to determine to what degree it did happen. Since the objectives are expressed in performance terms, the evaluation is based on whether or not participants perform as specified.

The participants' understanding of a new concept can be evaluated by the way they explain the concept or apply it. Whether or not participants have acquired new skills can be measured by the way in which they actually use these skills. If a workshop objective involves a change in feeling or attitudes, evaluation can be based upon what the participants do or say that indicates that change has taken place.

EVALUATION IS A TWO-DIMENSIONAL PROCESS



When should the evaluation take place?

Evaluation should occur both during and after the workshop. As the diagram indicates, evaluation is a two-dimensional process. One dimension involves the time element; the other dimension involves the sources of data or information that are used in evaluation. Let's look at the time element first.

Evaluation can, and should be, going on while the workshop is being conducted. This is the immediate feedback. This input from participants helps the staff to answer the nagging, but very pertinent question, "How is it going?" A word of caution, however. This can be overdone. If the participant is asked too frequently, or in too much detail, to evaluate what is happening, the process may become too annoying or time-consuming to be of value. If, for instance, the participant must evaluate every hour or each activity of the day, this may become an imposition and the feedback may reflect annoyance, not objectivity.

Perhaps the most effective form of immediate feedback is that which the staff can acquire informally by observing activities and casually asking questions of participants. This feedback helps the staff to keep its finger on the pulse of the group and to know whether or not the workshop is succeeding according to the plan.

A more formal effort at evaluation, still in terms of immediate timing, should take place on the last day of the workshop. Before the workshop adjourns and everyone rushes away, there should be adequate time set aside for each participant to provide a thorough and honest evaluation of the entire workshop experience. The form of this input will probably be a questionnaire. To insure that participants feel free to be candid, they should not sign the questionnaire unless they wish to.

Delayed feedback for evaluation occurs after the training is over. Delayed feedback is often more reliable and realistic than immediate feedback. For example, the participant goes back to his or her teaching environment and uses a newly acquired skill with students in an actual classroom. This is the real test of whether the workshop was valuable. Delayed feedback, of course, is usually much more difficult to obtain. Questionnaires do not always get filled out by busy teachers. Perhaps the ideal form of delayed feedback for evaluation would be a plan for members of the workshop staff to make on-site visits with participants. Another method, which was used in the National Vocational Education Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students, is to have a short, followup conference with the same participants for the purpose of evaluation.

What are the primary sources of data and information?

As the diagram indicates, evaluation input consists of two different things, reactions and results. Most immediate input will be in the form of the reactions of the participants. Informally, through conversation and questions, the participant indicates how he or she is reacting to the workshop in relation to the attainment of the workshop activities. Formally, by means of a questionnaire, the participant writes down his or her reactions. These reactions, when studied and analyzed, can give the staff a fairly accurate evaluation.

However, the other method of evaluation is more concrete. This method is to evaluate on the basis of the results of the workshop. This can be done on an immediate basis, too. For example, if the staff demonstrates a certain skill or technique and then the participant has a chance to perform this same skill or technique, the actual performance reflects the results of the demonstration.

In collecting delayed feedback, both reactions and results should be sought. Looking back upon the workshop after they have been able to try out the things they learned, the participants will probably be able to give a more completely realistic reaction than during or immediately after the workshop. Another source of reactions that might be evaluated would be the reactions of the students to the new techniques and materials developed during the workshop.

Delayed feedback, especially where it is collected during on-site visits, can also focus on results. Observations made in the classroom or shop can clearly identify whether the workshop objectives have been achieved in actual practice. Here again, students can be a source of data pertaining to actual results. If, for example, as a result of techniques learned in the workshop and applied in the class, student achievement shows marked increases, then this can be identified as evidence that the workshop objectives were accomplished.

How can evaluation lead to staff development and self-improvement?

The primary reason for evaluating the workshop is to measure the overall effectiveness of the workshop in terms of improved performance of the teachers who participated in the In-Service Training.

However, an important by-product of this evaluation is the objective measurement of staff effectiveness in planning and conducting the workshop activities. This input, received through evaluation, indicates how well the workshop staff performed as a team. It also provides individual members of the workshop staff with valuable feedback about their personal efforts and contributions to the program. The reactions of the participants can be used to identify the areas where the staff member needs to improve. This can be an excellent foundation upon which the staff member can set his or her own goals and build his or her own program of self-improvement.

The one member of the staff who probably will have the most impact on the success or failure of the In-Service Training is the workshop leader. The self-rating scale on the next page will help the workshop leader to critically assess his or her performance.

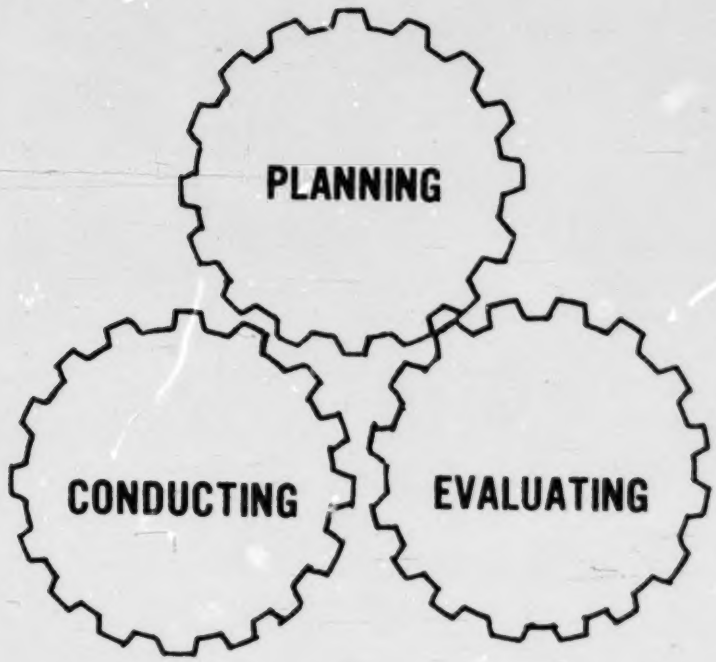
WORKSHOP LEADER'S SELF-RATING SCALE

		Yes	No
1	Did I make all the necessary preparations for the workshop?		
2	Did I start the workshop on schedule?		
3	Did I make the participants feel welcome?		
4	Did I establish a friendly and informal atmosphere?		
5	Did I keep the activities directed toward the objectives?		
6	Was I in control of the workshop at all times?		
7	Was I flexible when schedule changes were needed?		
8	Did I refrain from playing the role of the expert?		
9	Did I encourage active participation by all participants?		
10	Did I delegate responsibility to other staff members?		
11	Did I refrain from lecturing, domineering, and over-controlling?		
12	Did I fully utilize the talents of the entire staff?		
13	Did I fully utilize the expertise of the participants?		
14	Did I make an effort to get to know each participant?		
15	Did I try to maintain the interest of the group?		
16	Did I help participants to know each other?		
17	Did I conclude the workshop positively and on a high note?		
18	Did each participant leave the workshop with new ideas?		
19	Did each participant leave with new skills?		
20	Did each participant leave with new instructional materials?		

Score = 5 x the number of items marked YES

100—If you have been honest, you are superior.
90—You are an excellent workshop leader.
80—You are a good leader - but can improve.
60 or less—Be a participant, not a leader, next time.

IN-SERVICE



TEACHER TRAINING

This manual has concentrated on the workshop approach to In-Service Teacher Training. In the manual it has been suggested that there are three phases to In-Service Teacher Training — the Planning Phase, the Conducting Phase, and the Evaluating Phase. In concluding the manual, it should be pointed out that these phases overlap and should be regarded as a continuing cycle of staff development.

When the workshop planners find that something they tried did not work, they should look for the reason. Then, they can plan to modify and improve the next In-Service Teacher Training program.

In-Service Teacher Training is an important aspect of any educational environment. It is a critical aspect where the students are disadvantaged or handicapped. Students with special needs require intensive efforts to provide instruction that helps them to succeed, to attain vocational competency, and to find a rewarding role in our society. In-Service Teacher Training is a demanding, never-ending cycle but the end result is better instruction - and consequently, better preparation for life for the disadvantaged or handicapped student.